



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

Draft GCSE controlled assessment regulations for ICT

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Scheme of assessment

GCSE specifications in information and communication technology (ICT) must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of ICT, including its wider effects.	25–35
AO2	Apply knowledge, skills and understanding of ICT to a variety of contexts and in producing ICT-based solutions.	40–50
AO3	Analyse and evaluate data and information, make reasoned judgements and present conclusions.	15–25

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- manipulating and processing data, developing information, modelling situations and exploring ideas
- adopting safe, secure and responsible practice when using ICT
- iteratively reviewing, modifying and evaluating the effectiveness of their own and others' use of ICT.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraphs 9 and 10 of the GCSE subject criteria for ICT.

Level of control

Regulations for controlled assessment in ICT are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must allow opportunities for centres to contextualise the task(s) to best suit their centre- specific circumstances as permitted by the awarding body

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).²

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.³

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice, April 2007 (QCA/07/3082)*.

² The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

³ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.